

## English Language Learner (ELL) Classroom and Intervention Observation Protocol

Date	Student	Grade	School	Start Time	Stop Time

Observer: \_\_\_\_\_ Student's Overall L2 Proficiency Level: \_\_\_\_\_

Teacher or Intervention Specialist: \_\_\_\_\_ Content or Intervention Activity: \_\_\_\_\_

( Use "X" to mark exhibited L2 behaviors)	(Use "X" to mark exhibited issues listed below)	(Use "X" to mark exhibited issues listed below)
Language Development Behaviors*	Language Acquisition Issues	Language Difficulty Issues
<b>Listening:</b> _____ 1-Requires visual and nonverbal support to understand simple speech and instructions _____ 2-Can understand familiar topics with visual support _____ 3-Can access new topics with some visual support _____ 4-Responds appropriately and accurately to social and academic speech at grade level _____ 5-Understands a variety of social and academic speech at grade level	<b>Listening:</b> _____ Needs frequent clarification in L1 _____ Is easily distracted because of a lack in visual or concrete support during lesson delivery _____ Has trouble following directions because of limited vocabulary _____ Difficulty with Phoneme discrimination in L2	<b>Listening:</b> _____ Clarification in L1 does not help confusion _____ Strong visual and concrete support during lesson delivery does not help distractibility _____ Trouble following directions continues even after vocabulary is explained and clarified _____ Difficulty with Phoneme discrimination L1 & L2
<b>Speaking:</b> _____ 1-Can respond to simple social and academic speech with gestures, phrases, or words _____ 2-Engages in simple social talk and academic instruction with phrases and simple subject-predicate sentences _____ 3-Responds to social and academic input with more complex sentences _____ 4-Able to engage in social and academic conversations with complex sentence structure and vocab _____ 5-Able to initiate social and academic conversations with syntax variety and vocabulary complexity.	<b>Speaking:</b> _____ Resists speaking—and yet understands some L2 input possibly in receptive language acquisition stage (or "silent period") _____ Has difficulty imitating L2 phonemes accurately _____ Has <i>great</i> difficulty imitating L2 phonemes _____ Unable to retell sequence of story or to summarize in L2	<b>Speaking:</b> _____ Resists speaking-- possibly in need of oral production support _____ Has difficulty imitating L1 phonemes accurately _____ Has <i>great</i> difficulty imitating L1 & L2 phonemes _____ Unable to retell sequence of story or to summarize in L1
<b>Reading:</b> _____ 1-Able to read brief text with supporting visuals _____ 2-Able to comprehend simple sentences and vocabulary with supporting graphics and pictures _____ 3-Can independently read simple text and familiar vocabulary plus more complex texts with supporting visuals _____ 4-Can independently read near grade level with fiction and expository texts _____ 5-Can independently read at grade level, both fiction and expository texts	<b>Reading:</b> _____ Has difficulty hearing, identifying, and manipulating L2 phonemes _____ Has difficulty decoding unfamiliar words in L2 _____ Has difficulty storing meaning and pronunciation of L2 words _____ Has difficulty with fluency in L2 _____ Has difficulty understanding, remembering, and communicating what has been read in L2 _____ Difficulty discerning the purpose of reading L2 texts	<b>Reading:</b> _____ Has difficulty hearing, identifying, and manipulating L1 and L2 phonemes _____ Has difficulty decoding unfamiliar words in L1 or L2 _____ Has difficulty storing meaning and pronunciation of L1 and L2 words _____ Has difficulty with fluency in L1 and L2 _____ Has difficulty understanding, remembering, and communicating what has been read in L1 and L2 _____ Difficulty discerning the purpose of reading L1 and L2 texts

<b>Writing:</b> ____ 1-Able to write words, phrases, and simple sentences ____ 2-Able to compose accurate phrases and simple sentence ____ 3-Able to compose simple texts with support ____ 4-Able to compose texts near grade level ____ 5-Able to compose expanded texts at grade level	<b>Writing:</b> ____ Lack of L2 phoneme/symbol awareness results in L2 spelling difficulties ____ Lack of L2 vocabulary and syntax prevents accurate, fluent writing ____ Writing disfluency appears to be based in expressive language difficulties	<b>Writing:</b> ____ Lack of L1 and L2 phoneme/symbol awareness results in L1 and L2 spelling difficulties ____ Has difficulty controlling and focusing fine motor skills enough to write accurately and fluently in L1 and L2 ____ Writing dis fluency appears to be based in organizational and/or processing difficulties
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Time	Teacher Behavior	Student Response	Specific Activity or Lesson Design

\*Language Development Behavior Key: 1=Beginning; 2=Advanced Beginning; 3=Intermediate; 4=Early Fluent; 5=Fluent.

Language Development Behavior items are adapted from the IDAHO ENGLISH LANGUAGE DEVELOPMENT LEVEL DESCRIPTORS found in the IDAHO MAP OF STANDARDS FOR ENGLISH LANGUAGE LEARNERS.

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